



REDWOODS COMMUNITY COLLEGE DISTRICT
REGULAR MEETING OF THE ACADEMIC SENATE

College of the Redwoods

- **Eureka: 7351 Tompkins Hill Road– Board Room – SS 202**
- **Crescent City: 883 W Washington Blvd, Rooms E-2 and E-3**

April 20, 2018 – 1:00 pm

AGENDA

1. Call to Order
2. Introductions and Public Comments: Members of the audience are invited to make comments regarding any subject appropriate to the Academic Senate.
3. Approve April 6, 2018 Academic Senate Minutes (Attachment)
4. Action Items:
 - 4.1 Approve April 13, 2018 Curriculum Committee Recommendations: Sean Thomas (Attachment)
 - 4.2 Approve Faculty Qualifications Committee Recommendations of April 13, 2017: Stephen Jackson (Attachment)
 - 4.3 Approve Faculty Development Committee Funding Recommendations: Hillary Reed (Attachment)
 - 4.4 Approve AP 4020 Program Curriculum and Course Development: Susan Nordlof (Attachment)
 - 4.5 Approve Draft Academic Senate Resolution for Online Course Standards: Lisa Sayles (Attachment)
5. Discussion
 - 5.1 AB 705: Nicole Bryant-Lescher (Attachments)
 - 5.2 **MDC Area E Review Findings: Natalia Margulis (Attachment)**
 - 5.3 Revising the Bookstore: Julia Peterson
 - 5.4 Committee Service and Attendance Policy: Peter Blakemore (Attachment)
 - 5.5 ACCJC Recommendation: Kerry Mayer (Attachment)
6. Reports
 - 6.1 Program Viability Committee Report (4021): Peter Blakemore
 - 6.2 Associated Students of College of the Redwoods (ASCR) Update: Joshua Mata
 - 6.3 College Update: Angelina Hill
 - 6.4 Faculty of the Year: Kerry Mayer
7. Future Agenda Items: Senators are encouraged to request to place an item on a future agenda
8. Announcements and Open Forum
 - 8.1 Academic Senate Website <http://internal.redwoods.edu/Senate/>
 - 8.2 District Meeting Calendar/Website - <http://internal.redwoods.edu/>
9. Adjourn

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Next Meeting: May 4, 2018

March 2, 2018

Multicultural and Diversity Committee

REPORT TO THE ACADEMIC SENATE

Subject: *Multicultural and Diversity Committee's Findings and Recommendations Upon Reviewing Course Outlines Listed Under General Education/Area E 'Multicultural Understanding'.*

METHODOLOGY

When reviewing Area E course outlines the MDC used AP4025: Philosophy and Criteria For Associate Degree And General Education (Attachment) as its primary criterion of evaluation. The MDC's inquiry was guided by the main premise of AP 4025/Area E, namely, that 'a course meeting the multicultural understanding requirement **shall be designed** to provide a student with the ability to analyze the complexity of diversity through the perspective of differential power and privilege, identity politics, and/or multicultural studies'.

To facilitate the review process, the MDC created its own rubric (Attachment), which considers each outline's adherence to AP 4025 in terms of three major components: course description, course learning outcomes, and course content. The rubric was designed to sort each of these three course outline components into three categories of rigor: 'exemplary', 'suffices', and 'needs improvement'.

The rationale for this method was to a) ensure that an outline is structurally consistent in the way it communicates Area E ethos, language, and goals throughout, b) that course content directly aligns to the CLOs, and c) that the CLOs directly reference the main objective of AP 4025, i.e. that "students who are successful in a course that fulfills the Area E requirement will demonstrate the ability to:

- Communicate an awareness of cultures in a diverse global community.
- Analyze issues from multiple perspectives specifically as they relate to gender, self-identity, ethnicity, race, socio economic status, sexuality, world view, collective behavior and/or values".

Finally, each course outline was considered as a whole and assigned a category: '**Fully Meeting Area E Criteria**', '**Partially or Mostly Meeting Area E Criteria**', or '**Needs Improvement to Meet Area E criteria**'.

FINDINGS

Out of 25 outlines reviewed, 4 “Fully Meeting Area E Criteria”, 9 “Partially or Mostly Meeting Area E Criteria”, and 12 “Needs Improvement to Meet Area E Goals, Ethos, and Language”.

Fully Meeting Area E Criteria: AJ 7; NAS 21; HIST7; HIST 12.

The MDC is guided by language embedded in AP 4025; the committee finds that these courses were specifically ‘designed to meet the multicultural understanding requirement’. These courses satisfy the Area E criteria in all considered course outline components: description, CLOs, and content.

Partially or Mostly Meeting Area E Criteria: CIN 3; ENG 9; Music 12; HIST 11; NAS 1; ENG 17; SPAN 2B; ANTH 3; HIST 6.

Although the committee notes that some of these outlines do not appear ‘designed to meet the multicultural understanding’, i.e. their Area E component is ‘worked around’ course content rather than constituting its very building block, these outlines do reflect Area E goals in two or more course outline components, e.g. description and CLOs, CLOs and course content, etc.

The MDC committee observes the following trends: a) course description is not transparent or obvious in communicating Area E. b) throughout the outline, language pertaining to Area E/AP 4025 does not fully reflect AP 4025’s emphasis on class, gender, identity, and power differential.

Needs Improvement to Meet Area E Criteria: HIST 20; SPAN 1B; ANTH 5; GEOG 2; HIST 150; POLIS 3; SPAN 1A; ENG 10; YUOK ; ENVSC 11; ENG 18; HIST 21.

The committee finds the above outlines not to be ‘designed to meet the multicultural understanding’ and/or to not reflect Area E-specific language in two or more of their components, namely of ‘incorporating an underlying theme or themes that address at least one of the following (as per AP 4025):

1. Intracultural as well as intercultural differences and commonalities
2. The study of at least one marker of social or identity difference, such as sexual orientation, gender, language, ability, socio-economic class, and the material conditions which produce such differences.
3. Theoretical perspectives and non-western, non-traditional approaches for studying gender, ethnicity, class, and/or forms of expression.’

The MDC committee observes the following trend: course content contains Area E language, but course description and CLOs do not.

Recommendations

1. The MDC recommends editing those outlines that need improvement to reflect the themes and issues, language, and ethos of AP 4025 throughout.
2. Concurrently, and most importantly, the MDC recommends reopening dialogue about what qualifies a course to be classified as Area E. AP 4025 speaks of courses that are especially 'designed to provide a student with the ability to analyze the complexity of diversity through the perspective of differential power and privilege, identity politics, and/or multicultural studies', we think that there needs to be reappraisal of a) how well a given course fulfills this dictum, and b) how it compares to other courses in the E category.

An example of the current disparity between two existing Area E courses is a language course, such as SPAN 1B: 'Elementary Spanish II', and AJ 7: 'Current Issues In Administrative Justice'. Whereas Spanish 1B clearly fits under the umbrella of 'multicultural studies', and lists the following as one of its CLOs: 'demonstrate a basic knowledge of the diverse cultures of the Hispanic World, in areas that could include topics such as geography, diet, history, lifestyles, traditions and customs', arguably, it does not belong in the same weight category as AJ 7, which lists the following CLO: 'identify the diverse cultural, racial, and ethnic populations of the United States and recognize their perceptions as to the fairness of the criminal justice system.'

Since CR students only need to take one course in Area E to fulfill the Multicultural Understanding requirement, addressing this disparity becomes all the more important.

3. In light of the above, the MDC also recommends a reappraisal of AP 4025 with the goal of editing its language to create a more uniform, equilateral, and clear criteria for Area E category of courses.